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ABSTRACT

The Teachers for Secondary Schools Program (TSSP) is a one-year, intensive program for the preparation and certification of secondary school teachers. The program is inquiry-oriented, utilizing clinical training schools for program planning and delivery continuously during the year. Preservice interns from the University of Southern Maine are placed at one of five clinical training schools for a block of time. This handbook outlines TSSP policies and activities and describes pre-internship activities, coursework for interns and cooperating teachers, intern assignments and classroom activities, and intern evaluation, as well as the role, activities, and duties of the site coordinator, the university supervisor, and the school principal. Six TSSP special projects are briefly outlined: an electronic bulletin board linking the clinical training schools and the university, alliance with the College of Arts and Sciences, school improvement and restructuring, peer coaching, action research, and beginning teacher induction. Appendices include three observation forms for use by cooperating teachers, an intern evaluation form, and a reporting form used by interns to provide weekly reports to university supervisors. (IAH)

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Teachers for Secondary Schools Program Handbook

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TSSP HANDBOOK

Introduction

The Teachers for Secondary Schools Program is a one-year, intensive program for the preparation and certification of individuals committed to teaching in secondary schools (7 - 12). The program is inquiry-oriented, utilizing clinical training schools for program planning and delivery continuously during the year. All stakeholders (interns, principals, site coordinators, cooperating teachers, university supervisors and instructors) should read all sections of the handbook to fully understand the total program and to be prepared for the responsibilities of each role. The policies and activities herein are a framework for operation, descriptive more than prescriptive. There is still room for creativity and flexibility in all areas. It is also intended to be a practical and accessible resource; therefore, you are encouraged to make marginal notes, especially in sections that are related to your role.

This is the first edition of this handbook; suggestions on the part of all who use this document are encouraged. Please send your comments directly to the TSSP Director.

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Orientation

Outward Bound The TSSProgram begins with an Outward Bound experience which has five goals: 1) to introduce interns, academic instructors, and site coordinators; 2) to reflect individually about our personal abilities related to change, risk taking, and cooperation; 3) to challenge ourselves physically, emotionally, and mentally; 4) to learn to cooperate with and trust in our colleagues; and 5) to see the value of learning through experience. A three day event in the out of doors sets up physical challenges, problem-solving activities, and team building experiences.

University Two to three additional days are spent at the University getting acquainted with our dedicated classroom, the university facilities, and preparing for the September Experience. During this time, students formally register, secure parking stickers, and receive a tour of the library. Interns interview each other in pairs and construct biographies which will be distributed to the schools in advance of the placement. Each instructor of an academic course makes a presentation to the group explaining the course and its syllabus and giving assignments (one reading and one clinical activity) to be completed during the September Experience. The TSSP Director prepares the interns for additional assignments that are specifically related to understanding how school starts. Then site coordinators meet with the small groups of interns who will be assigned to their school for the first two weeks.

School Observations

September Experience A group of six interns from various disciplines will be assigned to one school for two weeks. This allows interns to see how school starts, including administrative orientation, teacher inservice workshops, classroom preparation, and freshman orientation. The site coordinator at each school is largely responsible for the initial orientation to her school (see *Site Coordinator* section of this handbook).

One main focus is the observation of classrooms. Some classroom priorities for TSSP interns to look for and reflect upon include:

- teacher set-up of a classroom
- teacher setting expectations
- teacher procedures and routines
- classroom climate and personal relations

These functions of a classroom obviously take some time to establish. To thoroughly observe them, TSSP interns are to spend large blocks of time and observe consecutive days with this same teacher. By being with one or two teachers for an extended period of time, the intern will see the process of setting up a classroom and establishing routines. The last couple of days can be spent observing other classrooms and watching potential cooperating teachers.

It is important to absorb as much as possible during the classroom observations. Even though watching the teacher for style and technique is vital for ultimately choosing a cooperating teacher, these classroom observations give the TSSP interns an ideal opportunity to observe students in action. Once the internship begins, it is much more difficult to find uninterrupted time to simply observe pupils.

Assignments

Academic course instructors, the Program Director and the Site Coordinator will have other special assignments appropriate for these school observations. These assignments will be given during the orientation at the University in August and will provide both an opportunity to study the inner workings of a school system and clinical experiences for the intern to draw from during class discussions of academic courses.

During the September Experience, the Site Coordinator will have the list of potential cooperating teachers available to the group of interns. After getting to know the teachers, the interns conduct individual interviews to learn more about the teacher's background, course schedule, beliefs about learners and learning, etc. This information along with direct quotes will be used by the intern to write a teacher's biography that will be given to other interns in advance of their school visitation in week three.

Personal Conduct

The interns' daily schedule should coincide with regular teacher schedules. This means arrive early and stay late. Always be on time for class observations and do not leave the room until the period is over as leaving during the period is disrupting for both students and teacher. Always keep in mind, as a visitor in a classroom, that all school rules and policies should be adhered to. Those policies will be addressed by the Site Coordinator at each school. During all clinical work in the schools, appropriate dress is required. Site Coordinators will describe their respective school standards although most do not have formal dress codes. When in doubt, check with the Director or Site Coordinator. Better yet, when in doubt, dress a little nicer! This is an important time to establish yourself as a professional in all areas.

Week Three

During the first two week school assignment, interns and site coordinator will plan to host the entire group for one day during week three. This event should include a presentation by the administration, a tour of the facility, and a special time to get to know the faculty who are interested in working with interns. If the group is large, it may be broken down by discipline/department. Both teachers and interns will have been given biographies of each group in advance. This is an opportunity for teachers to interview interns.

School Visits

After the intensive September experience, interns return to visit three teachers for one full day each. The assignments are made by the site coordinators and the Director, using the preferences expressed by both teachers and interns. During this one-day assignment, each intern may be asked to teach a short lesson in one or more of the classes to allow the

teacher to see the intern in action. The lesson may relate to some special area of interest from the intern's background, focus on generic thinking skills or be directly related to the discipline.

In late October, the group of interns make three full day visits to representative schools: an elementary school, a middle school, and an alternative high school. These visits should broaden their vision of schooling.

When final school placements are made, the interns will return to their school each Wednesday in November to continue the connection with the teacher/s and students.

TSSP Internship

The TSSP internship is a concentrated block of time that allows the interns to learn and practice in a school setting. The primary assignment is to the school, then to a department. Interns work with cooperating teachers in a collegial situation, although it is much more than an apprenticeship with an expert teacher. It is an important professional phase in which both intern and teacher can conduct inquiry regarding teaching and learning. The policies and responsibilities described below are meant to guide the intern and give some parameters to the internship. As always, good common sense is vital in decision making while one is out in the schools. Above all, interns should remember that they are visitors in the schools and should act accordingly to insure the future of the Teachers for Secondary Schools Program. The best advice comes from a former intern, "Be a good listener!! Ask lots of questions!!"

Cooperating Teacher

During the extended school experience, interns have the opportunity to interview and observe the Cooperating Teachers in their assigned school. Teachers will also get to know interns through their initial biographies and through discussions of curriculum and instructional decisions. Teachers will give their preference list to their site coordinator; interns will give their preference list to the University Director. Then, the Director and the Coordinators will match pairs and schedule three full-day visits. During these day-long visits, interns observe classes and discuss possibilities for an internship experience. Interns will also demonstrate their potential by teaching a lesson or lesson segment. In addition, meetings will be scheduled by discipline area, so that interns and teachers may talk to each other. Open and honest communication is vital at this point so that interns and teachers may readily learn about each other.

Finding a compatible cooperating teacher is obviously vital to a successful internship. Some key things to remember when making the choice are the following:

- Become aware of the teacher's style, attitude, classroom management techniques, etc.
- Compare your style, approach and personality to that of the teacher.

Former TSSP interns have suggested that the intern do some self-analysis at this point. Ask yourself questions such as: What is your educational philosophy, what are your beliefs about how learning occurs? What kind of classroom climate do you prefer? What do you really want in a teaching partner?

- Consider the teacher's schedule. Is there enough variety or is there too much variety? Is the teacher busy with outside or extracurricular activities that you enjoy or will these activities be a deterring factor to the relationship?

Pre-Internship Activities

During the fall semester, there will be a variety of activities to help prepare interns for their intensive internship experience. These activities include Assigned Teacher Observation, Former Intern Seminar, and December School Immersion.

Assigned Teacher Observation: These one day visits for three Wednesdays in November are to be used in preparation for the internship. During these day the intern will be getting to know the nature of the classes, learning the names of students and faculty, becoming familiar with the school, and planning curriculum that will be taught during the internship. This is good time to learn the cooperating teacher's regular policies in following areas:

*homework
*makeup work
*absences and tardiness

Former Intern Seminar: A member of a previous TSSP group will talk to the interns to discuss the experience and to offer suggestions for the internship.

Two Week Immersion: This activity is designed to "immerse" interns into their assigned school system. All academic course assignments should be completed before this phase. Much of the time will be spent completing additional assignments given by the Program Director and organized by the Site Coordinator (see *December Assignments*). These assignments take interns through the school and help to orient them to various aspects of the school. Interns should not take responsibility for teaching during this time, although they can be active participant observers, facilitate small group work, grade papers, etc. They should not be asked to cover classes or provide substitution for the cooperating teacher. All of this is done to make the internship a natural progression of events.

If they are not covered in a general group meeting, the intern is responsible for learning these important school rules and procedures:

- fire drill route and procedures
- phone use
- audio visual/copier access and policies
- supply sources and limits
- discipline regulations and procedures
- the role of the guidance department
- student purchases

"DO"s

***Introduce yourself personally to the secretary, the custodian, the library staff, and the guidance staff.**
***Ask questions!!**
***Learn your students names immediately!! Take attendance.**
***Formulate your own classroom policies and clear them with the BOSS!! Send a copy home to parents!**

"DON"T"s

***Assume anything!!!**
***Undermine your cooperating teacher!!!**
***Count on equipment to work before homeroom or during critical moments!!!**
***Forget that you are only one human being!!!**
***Talk too much!**

DECEMBER ASSIGNMENTS

Task	Date
1. Read the school handbook	_____
2. Conduct a student shadow study (1 full day)	_____
3. Observe 1/2 day in the main office and with the assistant principal	_____
4. Work with guidance counselors (2 - 3 periods)	_____
5. Observe in special education classes) (2 - 3 periods	_____
6. Observe in non-traditional subject areas i.e. vocational, theater, speech, computer literacy (3 - 4 periods)	_____
7. Observe in one or more academic areas other than your own	_____
8. Develop with the cooperating teacher a preliminary plan of action for teaching responsibilities	_____
9. Observe duty periods (study hall, hall duty, lunch duty)	_____

General Policies The intern is considered to be in a position similar to that of a teacher. Absence is appropriate only for illness, death in the family, or other serious emergency. Should it be necessary for the intern to be absent for any reason, it is expected that the intern will notify the cooperating teacher by 7:00 a.m. Necessary or prolonged absence for illness or other reasons will be treated on an individual basis. With regard to such absences, the cooperating teacher should notify the principal and site coordinator, who then informs the University supervisor. Criteria such as the number of days absent, the reason for absence, and the quality of performance will be considered by the cooperating teacher and site coordinator in presenting a recommendation to the University supervisor and TSSP Director. Similarly, the cooperating teacher should call the intern, and notify the principal and site coordinator, if s/he is going to be absent, even though the intern may, in fact, cover the classes without needing a substitute.

Interns should follow the policies of the school including those related to attendance at meetings and appropriate dress. Interns should arrive at school at least one-half hour before school begins and remain at least one-half hour after school closes unless other requirements are requested by school or cooperating teacher. Interns should refrain from discussing confidential information regarding students with anyone other than the cooperating teacher, site coordinator, university supervisor, or principal.

Interns may contribute up to five non-consecutive days as a substitute teacher for their own cooperating teacher or a teacher within the department only with permission from their cooperating teacher. Early in the internship, these substitutions should be given at least one-day advanced notice and are really appropriate only for illnesses, death of family member, or professional activities. Care should be taken when a cooperating teacher is absent, and the intern is not familiar with with certain classes that are not part of his or her assignment. Several of the clinical training schools are working on their own policies regarding substitution and payment of interns in specific situations. Once again, we do not want to make rules that disallow flexibility and responsibility on the part of the schools.

Intern Responsibilities Interns should meet and become acquainted with faculty administrators, and other school personnel. Interns should become familiar with the philosophy, organization, policies, and administration of the school.

Interns should become familiar with school resources in order to obtain as much knowledge as possible about each student. Guidance office files are valuable tools for researching background information, especially for special education concerns. Note: this information is confidential and should only be shared with the cooperating teacher.

Interns should become aware of materials used in the classroom such as books, manuals, audio visuals, tests, lab equipment, etc. Librarians are excellent resources for this information.

Interns should participate in routine activities such as cafeteria and hall duties, study halls, faculty meetings department meetings, and inservice workshops.

Interns should initiate parent-teacher meetings. These meetings can be scheduled to deal with problems a student is having or to discuss student progress in a particular area. If a meeting is not possible or feasible, a phone call can be substituted. The important thing is to experience the parent/teacher relationship.

The interns may assist and participate in co-curricular activities as appropriate.

Interns should observe other interns. This should take place early in the internship when interns are not taking total responsibility for a full schedule. This is also a time when each intern needs someone to trust with their early concerns. On a more informal basis, interns should connect with each other almost daily if possible. A cup of coffee, a quiet lunch, a brief hello or goodbye chat -- these are easy to do but vital to a successful internship. Interns may be separated by disciplines, by wings, or by schedules, but close contact with these special colleagues and friends is still important.

BITNET

Interns should check the Bitnet on a daily basis for messages left by the University Director, University faculty, or other interns as it is often difficult to make contact by telephone.

Survival Tools

- pencils
- red pens
- dustless chalk (although it's not 100%)
- post notes
- first aid -- aspirin, Alka Seltzer, Lifesavers (breath mints)
- humor!! (Not sarcasm!!)
- one text at a level beyond students' instructional level
- one alternate book at students' level

Grading the Internship

Grading of the internship is done holistically, using the following activities or products:

Classroom performance -- grade is given by the cooperating teacher and university supervisor.
Notebook -- a three-ring binder should be organized to keep materials during the internship. The notebook should include:

a. all lesson plans and unit plans including reflections/evaluations
b. teaching support materials such as handouts, study guides, tests, transparencies, etc.
c. notes on observations, teaching techniques, and professional readings.

d. a list of additional resources such as videos, prints, posters, books, filmstrips, collections, etc. that you have personally to support your teaching.
e. a collection of student products and student assessments of your
f. tips on classroom management, special students, multicultural emphasis, etc.

Weekly log and seminar meeting -- a short weekly report (see Appendices) is sent each Friday to the specified University supervisor. Concerns and ideas generated from the group are used by the supervisor during site visits and in planning for the seminar. It is important that they arrive on time in order to be meaningful. It is not appropriate to try to catch up by writing two or three reports at a time, trying to remember what was important weeks ago. Attendance and participation in the weekly seminar is mandatory.

Special assignments -- a short report is expected to accompany the following three assignments:

a. establishing classroom environment/space
b. Parent/Intern conference
c. participation in inservice workshops

School Project -- the intern develops a project that contributes and provides continuing value to the school.

Internship assignments that can be done in a short amount of time should be done as soon as possible! As the internship progresses, free time becomes more difficult to find . In addition, on-going projects should be kept up on a daily and weekly basis. Lagging behind in assignments will make the conclusion of the internship overwhelming and impacts negatively on the students.

Professional Seminars

Weekly seminars will be held each Thursday during the internship to discuss "housekeeping" matters, address internship concerns, share lesson ideas, and provide support and encouragement. Attendance at these seminars is mandatory and is part of the final internship evaluation. Both intern and cooperating teacher need to keep this meeting in mind. Teachers may have to take over after-school responsibilities such as student make-up work on these Thursdays.

School-Based Project

The school based project is one of the special assignments of the TSSP internship. This assignment is meant to show that school is more than just what happens in one's classroom; teachers must be part of the total process of schooling. This project should have some lasting contribution to the school and should be significant in scope. Cooperating teachers, site coordinators, principals, counselors and other faculty can help give suggestions for the project which must be approved by the University supervisor. This work should begin early on the semester when teaching responsibilities are not as heavy.

COOPERATING TEACHERS

Studies have shown that, because of the close relationship, the intern learns most from the Cooperating Teacher. The Cooperating Teacher bridges the gap between theory and practice for the intern and also demonstrates a professional educator's role for the school system. This teacher is responsible for introducing the intern to all aspects of the school and the classroom. The teacher helps to guide and instruct the intern and will aid in the professional growth of the intern. As a mentor, the teacher advises, supports, inspires, and challenges the intern. In addition, this master teacher will evaluate the intern in accordance with the guidelines of the TSSP internship. The most important thing that the cooperating teacher gives to the intern is *time,* given on a regular basis to address the intern's concerns and progress and to ensure interaction. By helping to train new teachers, the Cooperating Teacher makes a valuable contribution to the upgrading of the teaching profession and has a lasting effect on the future of education.

Intern Placement

After the September Experience and full-day visits to three teachers, final selections will come from both teachers and interns. It is surprising how often there seems to be a natural fit between intern and teacher. Yet, there are occasional difficulties in assignments. At this point, schools or departments take responsibility for further review and brainstorming for possibilities for placements. Often, the assignment is one intern for two teachers in order to give the intern the variety of classes needed and to allow the teachers to continue teaching. On the other hand, a department could take an intern and develop a comprehensive, yet varied schedule. Once again, it is important to be creative in thinking of these assignments. Once the match has been made, pre-internship activities begin to take place for interns, and teachers begin their own seminars in preparation for working in this team relationship.

Pre-Internship Activities

After the Cooperating Teacher/Intern match has been made, three day-long visits are planned during November. On these days, the intern will probably have many questions about the internship and what some of the expectations will be. This is a good time to begin initial planning for the internship. Interns go through other pre-internship activities to prepare for the experience. For more information, please see *Internship section.*

Orientation

The cooperating teacher should explain to the students the responsibility of the intern and introduce the intern to the students. The teacher should share with the intern information about the interests and abilities of pupils.

Explain all school routines, rules and policies. The teacher should also introduce the intern to members of the administrative staff, co-teachers, department heads, and other school employees. This is part of a broader concern for helping the intern understand the written and unwritten rules and norms in the school and community. Arrange for the intern to observe other classrooms in the school or district. Interns should also view other TSSP interns in their school during the internship. This should be done early in the internship before duties become extremely heavy.

The teacher should explain the overall plan of the course of study for each course and should inform the intern of aims and objectives of teaching in the school district. If possible, a district or school curriculum guide should be provided.

The cooperating teacher should supply the intern with copies of the teacher's course guides, textbooks and teacher's manuals, reference books, professional books, magazines and journals, and other types of teaching aides. Also, provide the interns with a place for personal materials. In addition, ideas, discoveries, and innovations in education should be shared with the intern.

Former interns have indicated that proper orientation is essential to a successful internship. This also includes a need for gradual involvement in the classroom. Some suggestions for this gradual takeover of responsibility include:

- starting with structured responsibilities which gradually induct the intern into full-time teaching
- providing opportunities for the intern to study students and their learning process, working with individual pupils or in small groups
- helping the intern develop skills in planning and evaluating learning experiences, including correcting and grading papers and tests
- having the intern participate in routine tasks such as housekeeping of the classroom, taking attendance, doing progress reports, etc.

Planing and Instruction

The teacher should explain principles related to certain teaching techniques and demonstrate for the intern different methods and procedures of teaching. The intern will ask many, many questions about the complex decisions that to the teacher are almost second nature. It is important that the cooperating teacher be able and willing to articulate the thinking processes that occurred. Interns should not have to induce the major attributes of good teaching from what they see the teacher doing.

The teacher should discuss and demonstrate classroom management techniques with the intern. This is the most difficult phase of teacher when the intern takes over a class and continues to be of concern as a beginning teacher. One of the major reasons for a probationary teacher to be denied tenure is the problem with management and discipline.

The teacher and the intern will develop a plan of action for slowly moving the intern through observation, teaching, and planning, to taking total responsibilities for teaching duties for a selected array of courses. Cooperating teachers should develop a well-balanced program of intern activities and should also allow maximum freedom for interns as they assume more teaching responsibility. Teachers should provide the time, climate, and a safety net for the intern to try new approaches to organization of content, teaching strategies, classroom management, student evaluation, etc.

The teacher should make the intern aware of voice, pronunciation, and level of vocabulary. In addition, the intern should be informed of any possible improvements in delivery.

The cooperating teacher should hold scheduled conference periods with the intern (see Evaluation section below).

After planning together, discussing methods and procedures, and evaluating outcomes, the intern should start teaching. Since each intern is different, the time line should be flexible. Keep in mind that some interns may need to be prodded; others may need to be reined in to let the process move gradually. By the conclusion of the internship, the intern should assume a great deal of responsibility although we do not require that they take over the full load of the cooperating teacher. The intern should have no more than three preparations at any one time, but should stay with at least one of the classes for the entire 15 weeks. The intern should be a participant observer in other courses. Interns should be considered in the same light as a regular teacher,undertaking any job which will give them a full understanding and practice of the work necessary to become a successful teacher.

Evaluation

Due to the nature of TSSP, many interns will be the same age or older than the Cooperating Teacher. Even though interns may be the same age, the Cooperating Teacher has much more professional educational experience. For this reason, the teacher should not hesitate to give honest evaluations. Teachers should attempt to discover strengths and weaknesses of the intern and openly discuss them. This should be a unique time for reflection, both by the intern and the teacher. Interns should be asked many probing questions: why they chose certain strategies, materials, or exercises, etc. Interns should also be encouraged to experiment with new methods.

Each cooperating teacher/intern team should decide the best methods for evaluation. When, where, and how often evaluation conferences take place should be decided early in the internship to avoid any confusion. This should be supplemented by checking unit and daily plans of the intern. Each week, a specific clinical supervision/ coaching session should take place: a preconference, class observation, and post conference. The report (see Appendices for three optional report forms) of this session should be given to the intern and a copy given to the site coordinator for submission to the university. If, on occasion, this session is not feasible, the teacher should write a brief weekly report using Option 3.

At mid-semester, the teacher and university supervisor will meet to assess intern progress. Afterwards, the teacher and intern will meet to review and complete the checklists (see Appendices) together and then send the form to the TSSP office. At the end of the semester, the teachers will be asked to assess the intern through a similar process and give a grade for the 12 credit internship. Because this is a graduate program, it is important to recognize that any grade below a "B" is considered a failing grade. A performance grade of "C" for the internship is equal to four "C"s on the transcript and would cause the person to wash out of the Master's program. Any

problems that are significant enough to cause the cooperating teacher to consider giving a grade of "B" or "B-" should be brought to the attention of the university supervisor and the intern at the mid-semester report.

Professional Development

The Cooperating Teacher should involve the intern in staff meetings, school and community sponsored extracurricular activities, teachers' conferences and other organizational meetings.

The teacher should help the intern develop interest and skill in doing simple action research to answer questions related to classroom events. A small number of intern/teacher teams may choose to participate in a special workshop on classroom research.

Program Responsibilities

Cooperating teachers should participate actively in seminars and inservice training specifically designed for cooperating teachers. In addition, they should work with the university faculty in planning the intern program.

Each cooperating teacher should conduct a formal observation and post-observation conference for each of the interns in their school. This should occur after interns have taken over major responsibilities for teacher and and therefore do not require constant supervision. The write-up of the observation should be given to the intern and a copy sent to the TSSP office. This is a unique opportunity to visit in a different classroom and often in a different discipline area. The observation report will not be used for intern evaluation. It is important not to leave this event until the end of the internship. Your expert questions and recommendations are meant to allow the intern opportunity for improvement. Logistically, it also becomes a nightmare for the intern if, during the last several weeks, everyone including site coordinator, principal, other teachers, other interns, and university supervisor suddenly fills the classroom for observations.

The cooperating teacher should plan for professional activities during the time that the intern does not require direct supervision. Ideas include visits to other schools, personal study at USM library, collaboration with USM professors from the college of arts and sciences or the college of education, curriculum development, attending professional workshop or conferences, and school-based responsibilities.

Selected cooperating teachers will be asked to participate in the interview process in the spring for new candidates for the program.

Cooperating teachers will continue their responsibility to the professional induction of the intern into the teaching profession by conducting a site visit to the intern's new school as a beginning teacher. During the visit the former intern will arrange for the cooperating teacher to observe several classes, including those of other teachers in the school. The intern should also schedule a meeting with the principal and the peer support team. This visit to an outside high school should be an interesting professional experience for the cooperating teacher.

SITE COORDINATOR

Site Coordinators are busy long before the fall semester begins. They interview and help in the selection process for the Teachers for Secondary Schools Program. In addition, they become familiar with each intern's biography, seek out potential cooperating teachers, and prepare an orientation to their schools. The site coordinator has a most important role in total program planning and is the direct link between the university and the school for this program. The person taking this role is often a department chairperson or is given an extra duty-free period to accomplish the variety of tasks that require working with the entire faculty and staff. Each site coordinator is encouraged to be creative in their methods for assuring a smooth running program in their individual school. When the original concept of a site coordinator was conceived, the following competencies were outlined:

Conceptual -- the ability to discuss classroom practice in terms of analytic frameworks.

Technical -- skill in managing logistical details for site visits and intern placement; expertise in establishing and maintaining formal and informal communication channels between the university and the school and within the school.

Interpersonal -- ability to interpret verbal and non-verbal cues to provide on-going evaluation of activities; ability to set people at ease in new situations; and ability to see situations from several different perspectives and to handle tensions or conflicts emerging from these differences.

Orientation to Schools

Site coordinators are responsible for orienting TSSP interns to the school. This begins during a campus session the last week of August. At this time the following information should be given to the intern group that will be assigned for the two week September Experience:

- profile of the school
- floor plan and bell schedule of the school
- teacher and student handbooks
- program of studies
- master schedule

Site coordinators are also invited to participate in the Outward Bound experience for full integration into the total program and to get to know the interns in ways that will enhance their stay at the individual school.

Site Coordinators organize the two week September Experience for a small group of interns. Prior to the TSSP interns' arrival, the Site Coordinator will prepare the school for observation. The staff will be given an explanation of the Teachers for Secondary Schools Program. A list will be compiled of teachers who are interested in working with an intern and those who are available only for observations. This list should be approved by the principal. Also, the site coordinator should post TSSP information in the teachers' room on the bulletin board and check the Bitnet system daily.

Interns will arrive on the first day along with regular teachers. The site coordinator will meet with the interns upon arrival at the school. During the introduction to the school, the site coordinator should provide a first week schedule that allows the intern to stay with one or two teachers for several consecutive classes on consecutive days. By spending approximately one-

half day with a teacher, there should be time for appropriate discussions about starting school as well as extended reflective discussions about their philosophies of education. During the second week (Monday through Thursday), interns should be given a list of teachers who are interested in working with interns and those inviting observations. During this phase, interns and site coordinators may choose to be more flexible in scheduling visits but are recommended to continue seeing a couple of classes of each teacher combined with a planning period or after school discussion. This group will also plan the half day visit by the entire group during week three.

While interns are at their assigned school, site coordinators should arrange a meeting where interns can meet staff representatives from various areas of the schools, i.e. guidance, gifted and talented, special education, alternative education program, special projects, and special committees.

Weekly Visits

After the September Experience, the site coordinators and the University supervisors will meet to match interns and teachers for three different full-day visitations. After these visits, preference lists will be gathered and the group will meet again to finalize matches. After the final selections are made, site coordinators should get the social security number and home address of each cooperating teacher for university paperwork. Interns will return in November for three additional one-day visits with their assigned teacher/s.

Throughout the fall semester, the site coordinator should get informal feedback from the cooperating teachers to make sure things are going smoothly with the assigned intern. This will allow for adjustments to be made before confusion or problems arise and get out of hand.

December Experience

Site coordinators are responsible for the school-based activities of the two week immersion: introduction to the administration, instructions in media/technology usage, orientations from library, guidance department, and special education services.

Site coordinators should monitor the teacher/intern teams to verify that planning for the internship is going smoothly

Internship

During the internship, site coordinators continue to play a role in the program. They are the link to the university and will often have messages or memos from the university supervisor, either by mail or through the electronic bulletin board (BITNET) In addition, site coordinators continue to attend TSSP meetings and teacher seminars. Should problems of any nature arise during the internship, especially those concerning the teacher/intern relationship, the site coordinator should be contacted. The site coordinator will also observe and conference once with each intern and send appropriate reports to the university supervisor.

Site Coordinators play an important monitoring role during the internship. They should:

- •collect and mail cooperating teachers' weekly observations
- •make sure that cooperating teachers are fulfilling their requirements
- •make suggestions and help interns develop a school-based project
- •initiate a system for the Bitnet system operation in the school.

Seminars

Site Coordinators usually participate in the large group seminars for cooperating teachers. They assist in planning school improvement workshops that bring the faculty together in a learning experience with the interns in their school. They may also choose to attend other specific training sessions such as the clinical supervision and action research workshops.

Advisory Meetings

The site coordinator is responsible for the organization and schedule for a school advisory committee. The function of that committee is to deal with policies that impact their teachers, students, and interns. This group may also take responsibility when there is a need for crisis intervention with regards to an intern placement in the school. The site coordinator is also a member of the Program Advisory Council.

UNIVERSITY SUPERVISOR

A university supervisor will be assigned to each clinical training school and will be responsible for nurturing the professional growth of the school as it pertains to teacher education. In this model, the university supervisor has less direct observation of the interns but continues active meetings with teams, individuals, and the extended staff and administration. The supervisor should define the purposes and expectations to be fulfilled by the intern and cooperating teacher. The supervisor should be considered part of the team that is concerned with inquiring into the art and craft of teaching, not simply *practicing teaching*. Each school should assist in defining the role of the supervisor in that school, for that group of interns.

Seminars

All university supervisors will organize and participate in the teacher seminars and inservice workshops that are part of the professional development for teacher educators.

School Visits

The supervisor, the cooperating teacher/s and the intern will meet at the beginning of the internship to develop the plan of action which guides the internship. The first conference should take place by the second week of the internship. Informal discussions will take place as needed when the supervisor is in the school. At mid-semester, the supervisor and the cooperating teacher will meet to complete the formal intern evaluation.

Observation of Interns

The university supervisor will conduct formal observations of the interns at the assigned school. Specific days will be scheduled for the supervisor to be in the school. The intern's weekly schedule will be used to select classes that show a variety of course content and teaching strategies. If significant changes are necessary, the intern should call the supervisor the night before the scheduled visit.

The supervisor will meet with the intern in advance of the class at which time the supervisor should be given a copy of a lesson plan. A post-observation conference should take place during the period following the observation. The period may be a planning period. If not, the intern will need to be released from the responsibilities of a teaching period by the cooperating teacher. The cooperating teacher/s will be invited to participate in the post conference, if available.

A final teaching episode will be videotaped to have in his/her professional portfolio. The intern will also receive an analysis of that episode.

Evaluation

The university supervisor is responsible for sharing the mid-semester progress report with the intern. The university supervisor is also responsible for the assessment and assignment of grades for intern requirements/assignments that are part of the internship. The university supervisor consults with the cooperating teacher in the final grade of the intern performance.

School Principal

The principal is the instructional leader of the clinical training school and, therefore, is responsible for the educational context and climate that the interns enter. The principal's role in TSSP is often behind the scenes, but is equally vital to all participants: teachers, site coordinators, university supervisors, and interns.

Selection of Teachers The principal should review and approve the list of potential cooperating teachers that has been compiled by the site coordinator. Most principals prefer that a cooperating teacher be experienced and should not approve a probationary teacher even though he or she may have experience outside the district.

School Orientation During the third week in September, the entire intern group will visit each school. It will be important for the administration of each school to prepare a presentation to give an overview of the school, its philosophy and goals.

Observation of Interns Most principals try to conduct a classroom observation during the internship using the school's regular evaluation procedure. This is very helpful to the intern in preparing for this process as a beginning teacher. This evaluation report is then included in the intern's portfolio used in applications. This knowledge of the intern's teaching is often used by the principal to write a letter of recommendation for the intern.

Advisory Committee Each clinical training school should have an advisory committee composed of the principal, site coordinator, one cooperating teacher, a union representative, and one additional teacher. The committee is responsible for developing and implementing policies that relate to the operation of the program in their respective school. The committee should meet at least twice a year on a regular schedule and other times as needs arise.

Advisory Council The principal is also a member of the Advisory Council that has representatives (superintendent, principal, and site coordinator) from all of the school districts. This group develops policies related to the total program, particularly the relationship between the University and the school districts.

Public Relations The principal should initiate procedures that will enhance the understanding of this teacher preparation program throughout the extended educational community and into the public sector. This can be done by having a TSSP item on the agenda at each faculty meeting and discussing the relationship of teacher preparation and staff development during school improvement team meetings.

In addition, the principal should meet at least once with the school board to describe the program and its partnership between school and university. Items regarding the programs and assigned interns should be included in school newsletters that go home to parents. Although Open House usually occurs in the fall when interns have not been assigned, this can provide an opportunity to prepare parents for the expectation of interns in the school. The community local press may also be interested in this program and how its helps to serve the community.

Special Projects

BITNET Communications

An electronic bulletin board has been established linking the clinical training schools and the University of Southern Maine. Using a personal computer, special software, a modem, and a dedicated phone line, these schools can leave messages and transmit documents immediately. We are trying to enhance specific interactions. First, quick and efficient communication between university and site coordinators can occur when the university director types in one message but sends it to all five sites. More precise messages may also benefit the communication as it is so difficult to get a message from the main office to a teacher. Second, we will be encouraging communication between interns in different schools. They build a close connection during the fall semester and their support may be split when they are assigned to schools -- one chemistry intern at one school, another 30 miles away in a different school. In addition, both interns and cooperating teachers may begin using the BITNET system to connect with university professors in their discipline (see A&S section) and with data bases across the country.

Technical training from the university will occur at each school for teachers and interns. Seminars will be scheduled so that teachers who currently use electronic bulletin boards in their own schools can share their experiences and encourage participation.

Arts &Sciences

We are trying to develop a closer alliance with the College of Arts and Sciences which we think is most appropriate to a secondary school program. A directory of University professors has been compiled describing their major interests and their availability to participate in various activities. During the fall semester, we match interns with professors who may serve as content specialist mentors. During the internship, these and other professors may extend that relationship to the clinical training school and the cooperating teachers. These professors will also invite teachers to come to the university as part of their professional release time available when the intern is taking full responsibility for teaching. Communication can also occur between intern or cooperating teacher and the university professor using the BITNET system.

On a more formal basis, professors may work with the TSSProgram Director and candidates to provide independent study courses in areas where the intern is missing a few credits toward eligibility for an endorsement in the discipline. The independent study would take place during the summer prior to admission and should assist the professor in some area of inquiry as well as help the intern ask questions related to the teaching of the discipline.

School Improvement

In being selected as a clinical training school, each of the five high schools has been recognized as a school that is constantly improving. Several are formally restructuring; others are implementing special innovations. We feel that these efforts should be encouraged from the university. When the school has identified a specific area to target, training workshops, seminars, and sharing sessions are conducted in that area. It becomes an important phase in which cooperating teachers and interns participate in a learning experience together along with other faculty within the school.

Peer Coaching

Cooperating teachers who are new to the program each year are asked to participate in a workshop for training in the clinical supervision model: preconference, classroom observation, post conference. During the internship the university supervisor then becomes a coach to the conference phase. Cooperating Teachers also need to share their experiences with each other. For some, it is a difficult transition to guide the reflection on practice of another professional, albeit an intern. Cooperating teachers are given skills in observation, tools for gathering data, and approaches to conference including giving positive and negative feedback, asking probing questions, forecasting potential problems, and planning new methodologies.

Action Research

Classroom research conducted by intern/teacher teams is encouraged as part of our inquiry approach to teacher preparation. We anticipate that only a small number of teams will feel ready to conduct this collaborative research, but many of the interns have done a considerable amount of substitute teaching and are more ready to actually refine their teaching skills.

Induction of the Beginning Teacher

We recognize the stewardship of the university and the clinical training school in successfully inducting the beginning teacher into the profession. Therefore, we take an active role in supporting the continued professional growth of both interns and cooperating teacher. Each graduating intern will be visited in their first teaching job by their former cooperating teacher. This visit will include direct observation of teaching, meeting with the principal, department chairperson and the beginning teacher's local support team. Our clinical training schools have agreed that this technical assistance to beginning teachers is vital and also see it as professional growth for the cooperating teachers which warrants their time away from class.

In addition, we will host seminars for the entire group. The TSSP model is tied to the cohort nature of the group initiated through the Outward Bound weekend experience. These seminars provide a means for networking among their colleagues and a continued relationship with the university. These seminars will also have a professional improvement focus grounded in the needs of the beginning professional educator.

Advisory Groups In order to promote the close working relations of the partnership of university and schools, we believe it is necessary to establish advisory bodies. At the macro level, we have a TSSP Advisory Council. The University representatives include: the Dean of the College of Education, the Dean of the College of Arts and Sciences, the Director of Teacher Education, the TSSP Director, and a faculty representative of the Arts and Sciences. The representatives are: the superintendent, the principal, and the site coordinator of each school. This group will meet three times a year with as many representatives as possible.

At the micro level, each school has a TSSP Advisory Committee. Members of the committee are the principal, site coordinator, union representative, plus two additional representative of the faculty. The focus of this committee is trifold: 1) to establish yearly maintenance and secure ongoing program continuity; 2) to promote public relations, including participation at parent advisory meetings; and 3) to develop and define the unique role of the principal in the clinical training school.

Interdisciplinary Project In conjunction with an innovative grant funded by the MDECS, we will work with two science teachers at Portland High school in a interdisciplinary science project: the Island Impact Studies. Interns will go with these teachers and groups of students to two Casco Bay islands to conduct scientific and sociological studies that will draw from the content and inquiry tools of earth science, biology, marine science, history, sociology, economics, literature, and writing. In addition, interdisciplinary teams of interns will prepare and teach lessons to classes that remain in the school on the days of the field trips.

TSSP Staff

Director: India L. Broyles, Ed. D. (University of Georgia, 1983), Assistant Professor of Professional Education.

Coordinator: Arthur "Bart" Weyand, M.A. (University of Wisconsin, 1969) and Post Graduate Certificate in Ed. (Trinity College, Dublin, 1974), Administrative Specialist.

Instructors: Edwin P. Kulawiec, Ph. D. (University of Wisconsin, 1970) Associate Professor of Professional Education.

Robert Atkinson, Ph. D. (University of Pennsylvania, 1985), Associate Professor of Human Resource Development.

Alalia Thaler, M. Ed. (University of Southern Maine), Instructor of Counselor Education.

Charles Lyons, Ed. D. (Boston University, 1978), Associate Professor of Exceptionality.

Rita Kissen, Ph. D. (University of Massachusetts, Amherst, 1986), Associate Professor of Professional Education.

Susanne MacArthur, M. Ed. (University of Southern Maine), Instructor of Literacy.

Clinical Training Schools

Portland, Superintendent, Thomas K. Edwards

Deering High School
Principal, Paul Pendleton
Site Coordinator, Elsie Whidden

Portland High school
Principal, Dana Allen
Site Coordinator, Debbie Keyes

Gorham, Superintendent, Timothy McCormick

Gorham High School
Principal, Gunnar Hagstrom
Site Coordinator, Sandra Colburn

Kennebunk, Superintendent, Leo Martin

Kennebunk High School
Principal, David McConnell
Site Coordinator, Ruth Madden

Westbrook, Superintendent, Ed Connolly

Westbrook High School
Principal, Bill Michaud
Site Coordinator, Dale King

APPENDICES

University of Southern Maine

DIRECTIONS: PLEASE FILL THIS OUT EACH AND MAIL IT TO YOUR UNIVERSITY SUPERVISOR

WEEK OF _____ NAME _____

SCHOOL _____

1. HIGH POINTS OF THE WEEK:

2. LOW POINTS OF THE WEEK:

3. AREA OF GREATEST CONCERN:

4. DISCIPLINE PROBLEM I HAD THIS WEEK AND HOW IT WAS RESOLVED:

5. OTHER

OPTION 1

INTERN:_____ OBSERVER:_____

SCHOOL:_____ DATE:_____

COURSE/LEVEL:_____

The Cooperating Teacher Obseration Forn provides a framework for observing and recording the classroon and professional practices of the intern. Your role as an observer is to watch and listen for the teacher practices listed and to record the degree to which you observe this practice. Space is provided for specific conment/elaboration following each section.

Response to numbers 1-5 should be based on the observation of a pre-selected lesson; response to numbers 6-12 will be based on general observation during that week. Please leave blank any area that does not seen appropriate or applicable during a particular week.

Excellent	Good	Needs Improvement	Teacher Proficiencies
			1. Demonstration of Good Use of Instructional Time
			*constructing and following lesson plans
			*focusing student attention
			*communicating purpose of lesson
			*selecting teaching models based on content, learner, sequence
			*providing appropriate guided and independent practice
			2. Demonstration of Ability to Motivate Students
			*designing activities which interest students
			*using a variety of teaching techniques
			*involving all students in the lesson
			*using pleasant feeling and tone
			3. Demonstration of Ability to Increase Productive Student Behavior
			*using appropriate reinforcement
			*responding appropriately to attention-seeking behavior
			*using specific language to express disciplinary cues

			4. Demonstration of Proficiency in Subject Area
			•articulating information clearly
			•demonstrating knowledge of subject area
			•providing answers which lead to enhanced learning
			5. Demonstration of Proficiency in Oral and Written Language
			•communicating effectively
			•observing grammar, spelling, and punctuation rules in writing
			•pronouncing words correctly and distinctly
			6. Demonstration of Adherence to District Procedures
			•completing record-keeping
			•accurately documenting attendance, grades, and lesson plans
			7. Demonstration of the Ability to Appropriately Conduct Student Assessment
			•desinging teacher-made tests which accurately reflect subject an skills taught
			•using evaluation based on processes and products
			•documenting results
			•providing feedback to students
			8. Demonstration of the Desire to Promote Parental and Community Involvement
			•handling contacts with parents in a professional manner
			•handling sensitive information in a discreet manner
			9. Demonstration of Positive Interpersonal Relationships with Staff and Student
			•initiating projects with other staff members
			•exhibiting a positive professional attitude
			•maintaining control in stressful situations

			10. Demonstration of the Ability to Maintain an Appropriate Learning Environment
			•keeping a neat, uncluttered classroom
			•encourage students to participate in maintaining a pleasant classroom environment
			•utilizing space effectively
			11. Demonstration of an Understanding of Human Relations
			•being punctual
			•perceiving the needs of others
			•dealing tactfully with people
			•preventing the development of negative situations
			12. Demonstration of the Ability to Promote Student Growth
			•seeing that students perform at or above expectations
			•problem-solving to see that students receive the best possible services
			•understanding and utilizing recent research and technological advancement

OBSERVATION REPORT FORM -- OPTION 2

INTERN:_____ OBSERVER:_____

SCHOOL:_____ DATE:_____

COURSE/LEVEL:_____

1. Lesson objective

2. Instructional strategies and relation to content

3. Maintenance of student interest

4. Reinforcement strategies/evaluation techniques

5. Classroom management/atmosphere/time

6. Interaction between intern and students

RECOMMENDATIONS:

OBSERVATION REPORT FORM -- Option 3

INTERN _____ OBSERVER _____

SCHOOL _____ DATE _____

COURSE/LEVEL _____

When you and the intern have agreed that you will focus the observation on one special area, you may use this form to write an open response to the activity. The report will be somewhat anecdotal in nature, with some description of the teaching episode and your own professional response recommendations.

UNIVERSITY OF SOUTHERN MAINE
TEACHERS FOR SECONDARY SCHOOLS PROGRAM
INTERN EVALUATION

Name of Intern_____Date _____

Cooperating Teacher_____School_____

University Supervisor_____Subject_____

Please indicate your evaluation of the intern by marking X in the appropriate column. Space is provided for your own comments regarding the intern in each category. Please remember that you are assessing the growth/potential of the intern during the program. In addition, please attach a copy of your letter of recommendation of the intern.

(1) Needs Improvement (2) Average (3) Above Average (4) Excellent

A. PROFESSIONAL OUTLOOK/RESPONSIBILITIES

	1	2	3	4
1. Evidences interest in professional improvement through participation in inservice activities, etc.				
2. Assumes responsibilities outside of the classroom as they relate to school.				
3. Demonstrates acceptable professional traits and ethics.				
4. Completes record-keeping tasks of school and district.				

Comments:

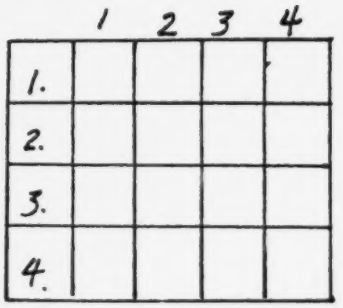
B. PERSONAL QUALITIES

	1	2	3	4
1. Accepts constructive suggestions willingly and acts on them.				
2. Takes initiative and assumes responsibility.				
3. Meets obligations promptly and effectively.				
4. Speaks and writes correctly and effectively.				
5. Dresses appropriately and is well-groomed.				

C. ORGANIZATIONAL SKILLS

1. Maintain an appropriate learning environment.
2. Initiates contacts with other staff members.
3. Initiates contacts with parents.
4. Utilizes support services of the school.

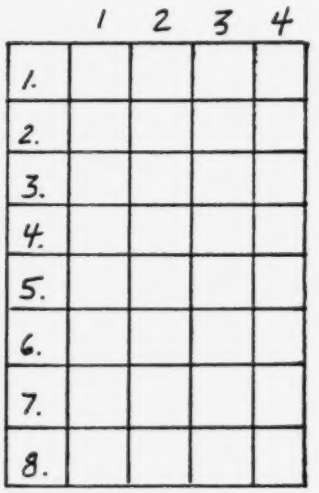
Comments:



D. TEACHING SKILLS

1. Plans effectively, according to individual and group needs, both short range and unit plans.
2. Uses a wide variety of instructional methods which include discovery, inquiry, and understanding.
3. Shows growth in ability to organize and manage classroom activities.
4. Involves all pupils actively in learning activities
5. Uses evaluation techniques for diagnostic and management purposes.
6. Maintains effective discipline and works toward developing pupil self-control.
7. Shows resourcefulness and creativity.
8. Has available well-planned or well-chosen materials for students.

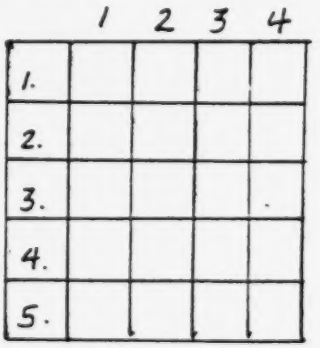
Comments:



E. SUBJECT MATTER KNOWLEDGE

1. Evidences an understanding of appropriate subject matter.
2. Uses questions that require student responses at various cognitive levels.
3. Applies understanding of subject matter to teaching activities.
4. Relates content knowledge to a variety of other disciplines and experiences.
5. Differentiates content and instruction for each student/group's level of achievement.

Comments:



RECOMMENDED GRADE:_____